

Penn Cambria Curriculum

Course Name	Family and Consumer Science 6
Length of Course	9 Weeks
Grade Level	6
Prerequisites	None
Course Description	FACS is designed to empower each individual to better handle the challenges of living and working in a diverse society and to nurture and develop family values to improve quality of living. The classroom experiences will allow the student to develop the knowledge and skills needed in making choices to meet personal, family, and work responsibilities. In grade 6, students will continue to learn about kitchen safety, they will analyze food labels, continue to develop sewing skills and learn about decision making and balancing family, work and community responsibilities.
Units of Study	Kitchen Safety Food Labels Sewing Project Balancing Family, Work, and Community Responsibilities
Materials	Text: N/A Supplemental Materials: Teacher created materials, sewing supplies

Unit: Kitchen Safety

Estimated Time: 0.5-1 week

Standard Alignment:

11.3. 6.B—Describe safe food handling techniques (e.g., storage, temperature control, food preparation, conditions that create a safe working environment for food production).

Curricular Objectives:

Students will:

- A. Identify and put into practice basic kitchen safety guidelines
- B. Use a kitchen knife
- C. Explain the importance of sanitation, including hand-washing, in the kitchen.
- D. Use simple measuring instruments

Assessments/ Measurement of Objectives:

- Objective quizzes/tests
- Class activities

- Homework activities
- Student demonstrations
- Student projects

Suggested Methods of Instruction / Learning Activities:

- Kitchen Lab demonstrating leavening agents in baked goods
- Video flash cards
- Measuring Station
- Hand washing activities

Unit: Food Labels

Estimated Time: 0.5 – 1 week

Standard Alignment:

11.3.6.C –Analyze factors that effect food choices.

11.3.6.D –Describe a well-balanced daily menu using the dietary guidelines and the food pyramid.

11.3.6.F –Analyze basic food preparation techniques and food-handling procedures.

11.3.6.G –Describe the physical, biological, and chemical changes that take place in food preparation.

Curricular Objectives:

Students will:

- A Describe foods that we grow, eat etc. in this area vs. other areas of the U.S.**
- B. Use appropriate food/nutrition vocabulary when reading a food label.
- C. Use the information found on a food label to analyze the nutritional value of the food item in relation to dietary guidelines.
- D. Describe the physical, biological and chemical changes that may take place when food is prepared. (ex: leavening agents that produce Co2)

Assessments/ Measurement of Objectives:

- Objective quizzes/tests
- Class activities
- Homework activities
- Student demonstrations
- Student projects

Suggested Methods of Instruction / Learning Activities:

- Vocabulary worksheet
- Food label station activities
- Senses station

Unit: Sewing

Estimated Time: 3 – 4 Weeks

Standard Alignment:

11.1.6.F – Explain practices to maintain and or repair consumer goods and services.

Curricular Objectives:

Students will:

- A. Thread a sewing machine.
- B. Correctly measure and cut out fabric to specifications.
- C. Create seams.
- D. Correctly create corners
- E. Hand stitch

Assessments/ Measurement of Objectives:

- Class activities
- Student demonstrations
- Student projects

Suggested Methods of Instruction / Learning Activities:

- Sewing station
- Block pillow project

Unit: Balancing Family, Work, and Community Responsibilities

Estimated Time: 2-3 Weeks

Standard Alignment:

- 11.2.9 A Solve dilemmas using a practical reasoning approach.
- 11.2.9 B Know FCCLA action planning procedure and how to apply it to family, work and community decisions.
- 11.2.9 C Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.
- 11.2.9 D Analyze the space requirements for a specific activity to meet a given need (ex: family room, home office, kitchen, bedroom, etc.)
- 11.2.9 E Evaluate the impact of technology and justify the use or nonuse of it.
- 11.2.6 F Compare and contrast how to meet family responsibilities with differing configurations.
- 11.2.9 G Explain the influences of family life cycle stages (beginning, expanding, developing, launching, middle years, retirement) on the needs of families and communities.

Curricular Objectives:

Students will:

- Use a practical reasoning approach to solve a family, work or community dilemma.
- Use the FCCLA action planning procedure to make a family, work or community decision.
- Identify the major work of a family and brainstorm ways that the work can be divided.
- Give examples and describe the impact of new technology on the family and in the community.
- Identify the consequences and responsibilities associated with teen pregnancy.
- Identify community resources available for families at various stages of the family life cycle (ex: senior centers, resources for pregnant teenagers, daycare centers, schools).
- Determine the space requirements for a specific activity/room in the home (ex: family room, home office, teen bedroom).

Assessments/ Measurement of Objectives:

- Class activities
- Homework activities
- Student demonstrations
- Student projects

Suggested Methods of Instruction / Learning Activities:

- Teen bedroom design activity
- Practical reasoning and FCCLA worksheet activity
- Create a “The Work of the Family” chart
- Teen pregnancy video (with parental permission)
- Technology Past versus Present activity
- Creating lists of community resources using phonebooks, online resources, county website, etc.